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to understanding of social functions. It does not arbitrarily superimpose anything biological upon the social. It shows how vision trained by acquaintance with methods of growth on the physical levels may the better detect growth methods on the social levels.

It may be said, too, that the book overworks the structural aspects both of nature and of human relations. The word "architecture" has a prominence out of proportion to the functional aspects of the growth reality which it is supposed to be expounding. In the reviewer's judgment the fault is real, but it is more in appearance than in actual effect. The author's whole emphasis is so obviously upon growth that the statical connotations of the term "architecture" do not obscure the functional process which it is used to clarify.

On the whole, no book in the entire post-Darwinian literature equals this volume as a guide to the congruity between the constructive processes of nature and the moral economics of "the psychic factors," as Lester F. Ward taught us to call them. In spirit it may well remind us of Drummond's *Natural Law in the Spiritual World*. The later writer, however, is more sure-footed than the earlier author, both on the physical and the spiritual plane, and his book deserves larger and more permanent influence. It would be difficult to overstate the service which Professor Patten has performed in teaching the lesson that the problem of life, personal and public, is not to be solved by "fighting the cosmic process," but by "accepting nature's constructive rightness as the ethical standard, and by adopting her constructive methods as the moral code."

ALBION W. SMALL

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*Principles of Sociology with Educational Applications.* By FREDERICK R. CLOW. New York: The Macmillan Company, 1920. Pp. xiv+436. \$1.00.

The phenomenal increase in the popularity of sociology as a study is shown by the demand for its application in institutional fields. This is especially true in education as evidenced by the desire of publishers to get a textbook in educational sociology. The Century Company used that title for W. E. Chancellor's book, when, by no stretch of the imagination, could it be rightfully so named. It devotes only one very sketchy chapter out of thirty-seven to the school and in general pays much less attention to education than does the average textbook on general sociology.

It is to the everlasting credit of Dr. Clow that in his text he has used its proper title, *Principles of Sociology with Educational Applications*, even though his publishers did print on its back *Principles of Educational Sociology*. It is a simply worded, well-organized, and thoroughly suggestive textbook in general sociology written especially for teachers. Most of the illustrative material is such as would appeal to them and would be particularly applicable to their problems. It is divided into three parts, "Factors of Society," "Social Organization," and "Social Progress." Part II is the longest and most effective of the three divisions. At the close of each chapter is a series of topics and problems and an ample list of specific readings for classroom use.

One feature of Dr. Clow's book is unique. Long quotations are embodied in the text, either at the end or in the midst of each topic. It thus becomes a sort of combined text and book of readings. This arrangement has both merits and defects. Its value lies in the fact that students must perforce become acquainted with a variety of authors and realize something of the nature and wealth of sociological literature. Also, it buttresses the author's statements with accepted authorities and brings into immediate juxtaposition the social principle and its practical application. Its weakness lies in breaking the continuity of thought and scattering the student's psychic energy. Likewise the effort to combine textual discussion with topical readings requires unnecessary brevity for each. Dr. Clow's treatment of each topic would be more convincing if he had used the whole space for his own discussion and embodied the readings, equally enlarged, in another book, or, perhaps better, had doubled the size of the book. Is it not time for sociologists to demand more time for an elementary course and to use more elaborate textbooks, or if a manual or brief text is used to guarantee that enough laboratory work is done to avoid the imputation, too frequently justified, that it is a "snap" course?

Dr. Clow has given us a thoughtful and much-needed textbook in general sociology for teachers, and it is certain to be widely used, particularly in normal schools.

WALTER R. SMITH

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*A Digest of Educational Sociology.* By DAVID SNEDDEN. New York: Teachers College, Columbia University, 1920. Pp. ix+264. (Paper.)

The materials in this volume were evidently assembled as a syllabus and guide for the author's students in his courses in educational sociology.